



Technical Assistance Teams

School Quality Review Rubric

Domain 1: Readiness to Learn

1.1: Safety, Discipline, and Engagement

	Is the school environment safe; conducive to learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent that		
1.1a	students are effectively encouraged to behave well, relate well to others and have positive attitudes toward learning.	<ul style="list-style-type: none"> ___ Inconsistent promotion of equality of opportunity, cultural respect and a sense of fairness and students perform poorly in these areas. ___ Many students have a negative attitude to learning. ___ Behavior inconsistent and challenging. ___ School's systems for tackling vandalism, bullying, violence, sexism or racism lack rigor and/or consistency of implementation. ___ As a result, some students are either exposed to or perpetrate inappropriate and challenging behaviors. ___ Some students do not feel safe in school. 	<ul style="list-style-type: none"> ___ Consistent promotion of equality of opportunity, cultural respect and a sense of fairness and students' abilities in these areas are good. ___ Students behave well and have positive attitudes to learning. ___ School effectively addresses vandalism, bullying, violence, sexism and racism so that there are few incidents and are eliminated immediately. ___ Agreed policies and procedures support students and protect them from harm, abuse and neglect. ___ Students feel safe in school.
1.1b	classrooms and hallways provide an attractive and stimulating environment fostering high academic and personal expectations.	<ul style="list-style-type: none"> ___ Limited display of student work in hallways with little rationale for the display. ___ Display may be untidy or superficial or commercially produced. ___ Many classrooms are overly teacher-centered with few examples of student work evident. 	<ul style="list-style-type: none"> ___ Well-displayed student work in halls, display areas and throughout the school. ___ Reason for display is evident, including rubrics and teacher or student evaluation and feedback. ___ Display is fresh and pertinent; rooms are student-centered, interactive, engaging and inviting.

	Is the school environment safe; conducive to learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
1.1c	school routines and rules are implemented consistently and communicated clearly to students, parents and staff.	<ul style="list-style-type: none"> — Codes of behavior and school routines are not clearly articulated. — Communications with students, families and community members are not consistently in a language they best understand. — Supervision of students can sometimes be less than what is required to maintain a safe and well-ordered environment. 	<ul style="list-style-type: none"> — School has clear codes of behavior and well defined but flexible routines which are applied consistently. — Codes and routines are transparent to all students, parents and staff. — Supervision of students is at a premium at all times during the school day.
1.1d	the school has effective measures for promoting good attendance and eliminating truancy and tardiness.	<ul style="list-style-type: none"> — Has ineffective policies and procedures for promoting good attendance and tardiness. — Links between achievement and students' attendance are not routinely analyzed. — Student and teacher attendance and punctuality are poor. 	<ul style="list-style-type: none"> — School has effective policies and procedures for promoting good attendance and tardiness. — Links between achievement and students' attendance are routinely analyzed. — Student and teacher attendance and punctuality are good.
1.1e	a robust core program ensures that students develop key learning and personal skills.	<ul style="list-style-type: none"> — Little coherence within or between content areas. — Little planning is done to ensure continuity for students. — Vertical articulation of curriculum is weak. — Limited use of technology or to developing 21st Century skills. — Limited opportunities for students to engage in extended pieces of project work or to collaborate in pairs or groups. — As a result, students' skills and understanding are not developing quickly enough. 	<ul style="list-style-type: none"> — Laser-like focus on reading, writing and math. — Vertical and horizontal articulation of curriculum ensures that progress is coherent and consistent. — Often use thematic and project-based teaching. — Power standards identified and explicitly addressed with students. — Curriculum makes effective use of technology and development of 21st Century skills. — Student collaborative learning is common, and students are taught how to cooperate successfully in groups. — Students' skills and understanding are developing well.

	Is the school environment safe; conducive to learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent that		
1.1f	the school provides a well-rounded curriculum with enrichment activities to add interest and relevance.	<ul style="list-style-type: none"> ___ Is narrow and provides limited opportunities for student participation in a broad range of learning experiences. ___ Does little to meet the academic and cultural needs and interests of the students. ___ Enrichment and support activities may occur, but are not appropriate or not carefully planned into the subject or grade long-term plan. 	<ul style="list-style-type: none"> ___ Curriculum is relevant, diverse and culturally sensitive. ___ Includes broad range of learning experiences. ___ Is set in a coherent, planned enrichment and support program that is embedded within the curriculum for each grade or subject. ___ Leads to highly motivating activities and to student engagement.
1.1g	career education and personal goal setting are used to raise student aspirations and motivation.	<ul style="list-style-type: none"> ___ Personal goals may or may not be set, but routine review does not occur expect at year's end. ___ Few opportunities for students to consider possible careers and to develop their understanding of academic and skill requirements so that their learning often remains out of context. ___ Access to counselors or other adults is limited. 	<ul style="list-style-type: none"> ___ Opportunities for students to set and review their personal goals are frequent and part of a planned schedule. ___ Visits, visitors and content teachers are all part of a coherent approach to developing students' understanding of careers and opportunities. ___ Students have good access to counselors.

1.2 Action Against Adversity

	Does the school directly address students' poverty-driven deficits?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent to which		
1.2a	the school knows and understands students' personal and academic needs address race, ethnicity, poverty, English language learners and students with disabilities	<ul style="list-style-type: none"> ___ Lack of clear communication and understanding of the students' backgrounds and needs due to systems and structures not in place or inappropriate. This limits the ability of the school to set suitable goals with students. ___ School has some connections with local service providers but they do not consistently help to address students' social and personal needs. 	<ul style="list-style-type: none"> ___ Systems and structures in place that facilitate clear communication and understanding of the students' backgrounds and needs. ___ School connects with a broad range of health and social service providers to directly address student needs. ___ Personalized goals are well focused and appropriate.
1.2b	the school addresses the needs of families so that they can better support student learning.	<ul style="list-style-type: none"> ___ Occasional workshops are held for parents to help them develop their own skills, although these do not fit into a comprehensive plan of meeting family needs. ___ School posts basic guidance about accessing available support within the community. 	<ul style="list-style-type: none"> ___ Parent classes to develop their skills related to employability or parenting skills are programmed throughout the school year. ___ School communicates with students and families through multiple means regarding guidance, including career and college guidance.
1.2c	the school develops students' skills, behaviors and values that enable them to effectively advocate for themselves.	<ul style="list-style-type: none"> ___ School offers only a limited range of courses and experiences to directly confront student needs. As a result, it is ineffective in promoting the development of maturity and self-confidence among students such that they are able to overcome adversity. 	<ul style="list-style-type: none"> ___ School offers a variety of courses and experiences to directly confront student needs. Examples include conflict resolution, anger management and life skills. These experiences effectively promote the development of maturity and self-confidence among students such that they are able to overcome adversity.

1.3 Close Student-Adult Relationships

	Do students have positive and enduring mentor/teacher relationships?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent to which		
1.3a	the school works with parents to build positive relationships and to engage them as partners in their children's learning.	<ul style="list-style-type: none"> ___ Limited or weak communication with parents. ___ Teachers know how to contact students' families but families retain the initiative to do so. ___ Few workshops explain the work of the school, learning changes taking place or what can be done at home to support learning. ___ Provides basic guidance about accessing available support within the community. 	<ul style="list-style-type: none"> ___ Information is sent out regularly to parents; is clear, comprehensive, user-friendly and available in languages of students' parents – written or orally. ___ School understands its hard-to-reach families and has a variety of strategies to increase parental engagement in the school. ___ Workshops are routinely held to keep families informed of curriculum developments and what can be done at home to support learning.
1.3b	the school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults.	<ul style="list-style-type: none"> ___ Student-to-adult relationships are often fragile, may lack warmth, and may not be respectful at all times, sometimes being tense and/or inappropriate. ___ The school has adopted a few strategies, although they are not implemented with rigor or consistency, to promote student-to-adult connections. . ___ Students report that they do not have an adult in the building to whom they would turn. 	<ul style="list-style-type: none"> ___ Relationships throughout the school are warm and relaxed, demonstrating high levels of trust. ___ Positive personal relationships are evident among students and adults. ___ A variety of strategies, such as advisory time, looping, and small learning communities, are successfully used to promote student-to -adult connections. ___ Students report that they have an adult in the building to whom they would turn if necessary.

Domain 2: Readiness to Teach

2.1: Shared Responsibility for Achievement

	Does the school have a strong organizational culture, characterized by trust, respect and mutual responsibility?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent to which		
2.1a	the principal ensures that there is strong accountability for student achievement throughout the school.	___ Principal is insufficiently rigorous or concerned about accountability for student achievement throughout the school. ___ He/she does not maintain full attention on student achievement.	___ Principal is relentless in ensuring a strong sense of accountability for student achievement throughout the school. ___ He/she has a laser-like focus on student achievement.
2.1b	the staff feels deep accountability and a missionary zeal for student achievement.	___ Staff are not committed to improving student outcomes and do not hold themselves accountable. ___ Staff are not consistently focused on improving student achievement	___ Staff consistently holds themselves accountable for the impact and outcomes of their work ___ Staff constantly focuses on improving student achievement; nothing allowed to detract from mission.
2.1c	a shared commitment to a vision of the school includes challenging goals for all students.	___ Not all staff understand or share a common vision which underpins the challenging goals and personalized instruction required for students.	___ All staff shares the vision for the school and are committed to flexible approaches to ensure that students can meet their personalized goals.
2.1d	the school corporation drives the accountability agenda.	___ The school corporation is insufficiently rigorous in promoting a shared responsibility for student achievement.	___ School corporation is relentless about ensuring that there is a strong sense of accountability for student achievement throughout the school.

2.2: Personalization of Instruction

	Are diagnostic assessments used frequently and accurately to inform instructional decisions and promote student learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent to which		
2.2a	the school utilizes a coherent system to provide detailed tracking and analysis of assessment results.	<ul style="list-style-type: none"> Procedures for collecting and analyzing student performance and personal data do not exist or are inconsistent. Dissemination of data results is infrequent or not given to teachers in a timely manner, leading to an unclear understanding of student performance. 	<ul style="list-style-type: none"> Procedures for collecting and analyzing student performance and personal data are rigorous and systematic. Regular and timely dissemination of data leads to a clear and well-rounded understanding of performance and progress over time.
2.2b	teachers use data gathered from multiple assessments to plan instruction and activities that match the learning needs of students.	<ul style="list-style-type: none"> Formative assessments used infrequently. Are not implemented with fidelity. Results are interpreted incorrectly; teachers do not have a clear understanding of the problem areas for students As a result, teachers are not adapting their teaching quickly enough to ensure that students are able to grasp concepts that are difficult for them. 	<ul style="list-style-type: none"> Teachers regularly use formative assessments. Formative assessments are implemented with fidelity. Results are interpreted correctly by teachers. Are used to adapt teaching and to re-teach to enable students to grasp difficult concepts.
2.2c	teachers give feedback to students; involve them in the assessment of their work and in the setting of achievement goals.	<ul style="list-style-type: none"> Feedback to students is infrequent or delayed so they are unsure how well they are doing. Students have limited opportunities to assess their own learning, with many students often unclear as to what they need to do to improve. 	<ul style="list-style-type: none"> Feedback to students is immediate. Students have the opportunity and ability to assess their own learning. Students understand what the need to do to improve, are able to work independently and use initiative in working towards their achievement goals.

	Are diagnostic assessments used frequently and accurately to inform instructional decisions and promote student learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
2.2d	the schedule is used flexibly to ensure that individual student needs are met effectively.	<p>— Intervention programs are in place to meet the identified needs of students, although they retain a set pattern and are rarely adapted to the changing needs of a cohort.</p> <p>— The daily schedule remains intact even though students may need additional support.</p>	— The use of instructional time is modified to provide different schedules and time slots that quickly and effectively address the needs identified through the school's assessment systems.
2.2e	the overall impact of planning, instruction and assessment leads to effective student learning.	— There are limited links between assessment, planning and instruction which means that students' learning and progress is not as good as it should be.	— The constructive links between assessment, planning and instruction result in effective learning and good student progress.

2.3: Professional Teaching Culture

	Does the professional culture promote faculty and staff participation, collaboration and training to enhance student learning?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent to which		
2.3a	the faculty works together, incessantly and naturally to help each other improve their practice.	<ul style="list-style-type: none"> — Limited opportunities for and/or a reluctance for collaboration among staff. Opportunities provided are used at a basic level, such as organization of resources. — Some staff not committed to developing/sharing their practice. As a result, there is little consistency within teams and no clear and agreed understanding of expectations of student learning. 	<ul style="list-style-type: none"> — Frequent opportunities for collaboration among staff, which focus on reviewing student outcomes and using this to inform planning. — Staff committed to developing/sharing practice; look for ways to improve their skills. Inter-visitations are common. Leads to high degree of consistency with shared understanding of expectations of student learning.
2.3b	the principal uses classroom observation and analysis of learning outcomes to improve teaching and learning.	<ul style="list-style-type: none"> — Principal uses classroom observations of teachers to inform performance management decisions, but does not relate them to student data and work. — Principal feedback to teachers is limited and has little impact on teachers' instructional skills. 	<ul style="list-style-type: none"> — Principal uses analysis of student data, student work and classroom observations to make performance management decisions. — Principal provides continual and constructive feedback for teachers to improve their work.
2.3c	professional development is job-embedded and directly linked to changing instructional practice in order to improve student achievement.	<ul style="list-style-type: none"> — Professional development activities are not fully aligned to implementing the curricula or meeting identified student and adult learning needs. — Outcomes from training have limited impact on classroom practice as teachers are not held accountable for improving student learning. 	<ul style="list-style-type: none"> — All professional development activities are planned collaboratively and are aligned to implementing the curricula and to meeting identified student and adult learning needs. — Classroom practice improves as a result of teachers implementing the professional development and their adopting responsibility for improving student learning.

Domain 3: Readiness to Act

3.1: Resource Authority

	Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money and program?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent to which		
3.1a	the principal has the authority to select and assign staff to positions in the school without regard to seniority.	<ul style="list-style-type: none"> ___ Principal's staff selection procedures are restrictive, limiting principal's authority to hire suitably qualified and experienced personnel. ___ Principal's ability to assign staff to most appropriate positions is limited. 	<ul style="list-style-type: none"> ___ Well-constructed staff selection procedures ensure principal's hiring of highly competent teachers and administrators. ___ Principal has ability to make strategic allocation of staff roles and responsibilities, maximizing their skills. .
3.1b	the school has developed adequate human resource systems.	<ul style="list-style-type: none"> ___ Limited self and peer reflection. ___ Administration dialogue not focused on supporting individual or school-wide improvement. ___ Professional development only partially addressed by individual and whole-school needs. ___ Limited support, guidance and mentoring for teachers new to the school. 	<ul style="list-style-type: none"> ___ Staff continually engaged in monitoring and evaluating impact of their work. ___ Constant dialogue with district leadership. ___ Generic and individualized professional development directly relates to teacher needs and the academic goals of school. ___ Strategic induction for teachers new to the school.
3.1c	the principal has the authority to implement controversial yet innovative practices.	<ul style="list-style-type: none"> ___ Some attempt to recognize and reward highly successful staff, although these are limited because of the restricted authority given to the principal. 	<ul style="list-style-type: none"> ___ A variety of innovative mechanisms, such as performance-related pay or incentives for staff teaching in challenging schools; includes intrinsic rewards that are highly motivating.

	Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money and program?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
3.1d	the school corporation enables the principal to have the freedom to make decisions.	<ul style="list-style-type: none"> — School corporation has limited knowledge of school's strengths and development needs. — School autonomy is restricted and this constrains the flexibility afforded the principal. 	<ul style="list-style-type: none"> — School corporation has very good understanding of school, based on continual dialogue, monitoring and evaluation. — Within this outcome and impact-driven context, principal is afforded high levels of autonomy, enabling site-based decision making and flexibility.
3.1e	the school corporation directs resources, including staffing, to schools differentiated on the basis of need.	<ul style="list-style-type: none"> — School corporation has a strategy for needs-based resourcing, but this does not extend to ensuring that schools with students facing most challenges are staffed with the teachers most able to effect student growth. 	<ul style="list-style-type: none"> — School corporation has a strategy for delivering needs-based resourcing. This ensures that the school has been strategically staffed with the most suitable teachers to effect student growth.

3.2: Resource Ingenuity

	Is the principal adept at securing additional resources and leveraging partner relationships?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent to which		
3.2a	external partnerships have been strategically developed to engender academic improvement.	<ul style="list-style-type: none"> Some community partnerships, but do not consistently contribute to academic achievement; may even distract from student learning. Some adult volunteers but limited to a few classes or to providing support for visits and fieldwork. 	<ul style="list-style-type: none"> School is tireless at finding people, skills, funds, time, equipment to meet its improvement goals. Adult volunteers are commonplace in the school. These partnerships clearly enhance student learning.
3.2b	the community is encouraged to participate in the decision-making and improvement work of the school.	<ul style="list-style-type: none"> Parents and community members have few opportunities to provide feedback about the quality and impact of the school's work. Parents have limited opportunities to participate in school committees and their input carries little weight in the final decisions. 	<ul style="list-style-type: none"> Surveys and other means routinely used to gain feedback from parents and community members on value and quality of the school's work. Parents and community views are listened to and acted upon. They serve as active members of leadership group; actively engage in setting improvement agenda/goals and in monitoring progress.
3.2c	the principal promotes resourcefulness and ingenuity in order to meet student needs.	<ul style="list-style-type: none"> School leadership is staid and rarely seeks ways to increase its funding sources or develop innovative recruitment and curriculum practices. Staff is rarely encouraged to take risks and develop flexible approaches to their instruction to meet student needs. 	<ul style="list-style-type: none"> School leadership is relentlessly seeking ways to increase its funding sources and develop innovative recruitment and curriculum practices. Staff is consistently encouraged to take risks and develop flexible approaches to their instruction in order to meet student needs.
3.2d	the school corporation has district-wide structures and strategies to maximize external resources.	<ul style="list-style-type: none"> School corporation has developed some partnerships which attract additional resources and energy. However, these partnerships are not strategically matched to school's needs. As a result, their impact is diminished. 	<ul style="list-style-type: none"> School corporation has a strategic plan for identifying, developing and distributing external support and resources. Partnerships are allocated in direct response to school's needs. This has a positive impact on the work of the school and lessens the time required of the school to manage external partnerships.

3.3: Agility in the Face of Turbulence

	Is the principal flexible and inventive in response to conflicts and challenges?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
	The extent to which		
3.3a	the principal has the capacity to ensure school improvement.	___ Principal displays lack of skills and understanding of school improvement which means that s/he spends too much time dealing with crises and emergencies.	___ Principal demonstrates a good grasp of school improvement strategies such that the school is well focused on tackling underachievement through clearly identified actions.
3.3b	the principal provides competent stewardship and oversight of the school.	___ Principal has a vision for school improvement, but this is not shared sufficiently with the school community or focused on a clear strategic direction for the school. ___ Daily routines are not well established and/or are not implemented consistently by all staff. ___ Staff spend too much time dealing with conflicts and challenges.	___ Principal is outcome- and impact-driven and works collaboratively to create a strategic vision for continuous development. ___ S/he engages with stakeholders in developing high expectations for student achievement and school improvement. ___ Daily routines are well embedded/ implemented consistently by all staff. Time is well focused on student learning and school priorities.
3.3c	decisions are made and plans are developed on the basis of rigorous monitoring and evaluation.	___ School leaders infrequently collect and analyze achievement and other data to evaluate and monitor student and teacher outcomes. ___ Little strategic planning based on the evaluations.	___ School leaders systematically collect and analyze data, including effectiveness of instruction and student work, to accurately evaluate and monitor student and teacher outcomes. ___ The data is used to construct a well focused strategic plan to tackle areas for improvement.
3.3d	key faculty members have the capacity to support the work that is needed.	___ Leadership responsibilities are not effectively distributed to individuals and professional learning communities, and thus, a lack of clarity about roles and responsibilities for action planning. ___ Key faculty members show limited skills in their ability to promote and implement change. ___ Monitoring and evaluation lack rigor.	___ Leadership is effectively distributed to individuals and professional learning communities for clarity about roles and responsibilities for action planning. ___ Key faculty members show good skills in their ability to promote and implement change. ___ Monitoring and evaluation are rigorous.

	Is the principal flexible and inventive in response to conflicts and challenges?	Poor – minimal progress towards standard (2)	Acceptable – meets standard (4)
3.3e	the principal reshapes and incorporates local projects and special initiatives to meet students' needs.	<ul style="list-style-type: none"> — Initiatives are implemented, but with little adaptation to meet the identified needs of students. — School is not sufficiently discriminating in its adoption of projects to address student achievement. Thus, there is only limited impact, even when initiatives are implemented with fidelity. 	<ul style="list-style-type: none"> — All external projects and initiatives are carefully considered, modified and adapted to ensure support and reinforcement of school's goals and strategies for improvement. — School effectively eliminates competing initiatives and/or those that do not directly address student achievement.
3.3f	the school corporation has the capacity to drive school improvement initiatives.	<ul style="list-style-type: none"> — School corporation demonstrates limited skills and understanding of school improvement such that it's support for and impact on the work of the school is limited. 	<ul style="list-style-type: none"> — School corporation demonstrates good levels of skills and understanding of school improvement such that it's support for and impact on the work of the school is significant.
3.3g	the school corporation supports and enables flexibility and inventiveness within the school.	<ul style="list-style-type: none"> — The district-wide plan acknowledges the needs of the school, but restricts the actions of the principal. — Planning requirements of the school are rigid and take little account of its context or strategic plans. 	<ul style="list-style-type: none"> — The district-wide strategic plan demonstrates a good understanding of the school's needs and is focused on enabling the school to successfully implement its plans. — Planning requirements enable the principal to develop one set of strategic plans that are fully in line with development needs and goals.